



**Veritas**  
**Innovate**  
**Accelerate**  
**PROSPECTUS**



**The Lakes**  
SOUTH MORANG COLLEGE

# PRINCIPAL'S MESSAGE

*Dear Students and Families,*

*Welcome to The Lakes South Morang College's Veritas (latin for Truth) Innovate Accelerate (VIA) program prospectus.*

*Within these pages, you will discover an unparalleled educational journey designed to nurture and challenge bright young minds from Years 7 to 9, with clear pathways into Senior Secondary School.*

*VIA is not just a program; it is a gateway to boundless opportunities, where academic excellence meets innovation and collaboration. Join us as we embark on a transformative educational experience, where curiosity is celebrated, and potential knows no bounds. Students are invited to explore, envision, and ignite their passion for learning through engagement in the VIA program at The Lakes South Morang College.*

*Our VIA program creates a unique opportunity for your child to amplify their educational experience. This is achieved through a relentless drive and focus on student outcomes and the creation of: collaborative conditions that encourage innovation; adopting new learning technologies; and, application of contemporary practices to promote curiosity, extension and creativity. It is these conditions and dispositions that develop the entrepreneurs and industry makers of the future.*



**Bill Panas**  
College Principal

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# VIA PROGRAM

## The VIA Program

- Provides high-functioning students with the opportunity to fulfil their academic and social potential
- Offers a highly challenging, engaging and motivating learning environment for students to move rapidly through the curriculum
- Offers greater flexibility in their choice of subjects for the remaining years of their secondary education
- Provides the opportunity to work independently and cooperatively with other students of similar abilities and interests.
- Offers access to partnership programs with External Providers including the Victorian High Ability Program and Victorian Challenge and Enrichment Programs.

The VIA Program caters for students whose learning needs require them to be challenged with a faster-paced and rigorous curriculum that offers extension in a range of topics. Students are encouraged to be independent learners and their individual learning needs are taken into account when lessons are planned, allowing students to reach their academic potential. Students also enjoy the opportunity to work with similarly engaged peers, and many students enjoy the social benefits of the program.

The accelerated program contains much less repetition. These students just don't need it, as opposed to mainstream classes, where repetition is a normal part of the learning process. Enrichment is provided by broadening content, understanding, experience and skills to a level appropriate to the students' stages of development. Extension leads to in-depth study and the integration and application of knowledge at a deeper level.



Research has shown that gifted and talented students are best grouped together (Rogers, Karen B. 'Re-Forming Gifted Education'; Gross, Macleod and Pretorius 'Gifted Students in Secondary Schools'). They require exciting and challenging learning experiences with open ended tasks that involve multidisciplinary learning and high order thinking skills. They will engage in regular self-evaluation in all areas of their schooling, from their academic progress, to their work ethic and attitude in their learning environment.

The VIA learning environment focuses on the following:

- Exploration of issues, themes and questions;
- Complexity, abstractedness and variety;
- Development of organizational, research and communication abilities;
- Emphasis on creativity, critical and higher order thinking skills.

## What Does Acceleration Mean?

The VIA Program allows students to progress through their secondary education by providing challenging learning experiences that are more tailored to the needs of talented learners. There is a greater emphasis on higher order thinking and learning skills and independent learning and research. Course content is compacted so that a normal year 7-10 program is covered more quickly without omitting anything. Enrichment is provided by broadening content, understanding, experience and skills to a level appropriate to the students' stages of development.

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*"In VIA we work as a team using our knowledge to build our ideas and imagination - making our teamwork and learning exceptional."*

*VIA Student 2021*

# NEXT-CENTURY LEARNERS

Learners of the future are innovative, collaborative, and agile learners, responsive to the future that awaits them. The VIA program embeds 21st and 22<sup>nd</sup> Century learning skills throughout all learning areas.

| 21ST CENTURY<br>COMPETENCES  | 22ND CENTURY<br>COMPETENCES  |
|--|--|
| <p><b>COMMUNICATION</b> involves appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings and audiences, including the digital environment.</p>  | <p><b>CARE</b> involves understanding and acting from an ethical framework, incorporating elements of mindfulness and heartfulness: asking with care, listening with care, being present with care, following-up with care, writing and speaking with care, acting with care, etc.</p>                             |
| <p><b>CRITICAL THINKING</b> involves generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve real-world problems or to make informed decisions.</p> | <p><b>CONNECTION</b> involves understanding and acting on the desire to authentically connect with others - especially those who have diverse opinions., belief sets, values, and life experiences, allowing for an expanded world view through exercising curiosity, care and a deep understanding of others.</p> |
| <p><b>CREATIVITY</b> involves generating ideas and approaches to design innovations, constructing solutions, building understanding and expressing perspectives.</p>   | <p><b>CULTURE</b> supports a positive growth-mindset through which people can flourish and thrive as thinkers and learners.</p>  |
| <p><b>COLLABORATION</b> involves working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.</p>  | <p><b>COMMUNITY</b> involves understanding, acting on, and valuing all voices, seeking out the opinions and insights of others and eradicating division and divide.</p>  |

# VIA STUDENTS

High-achieving learners operate (or have the capacity to operate) significantly above their peers in one or more curriculum areas. This can occur in any of the learning areas – all of which are valued.

Within their respective area of strength/s, VIA students:

- have a strong understanding of how they learn, and how best to collaborate with others;
- have a passion and stamina for learning;
- are self-motivated and drive their learning through curiosity, creativity and innovation;
- find, solve and act on problems more readily;
- manipulate abstract ideas & make connections to an advanced degree; and,
- have a wide range of interests.

NAPLAN results attest to the success of the VIA program. In 2023, Year 9 VIA students results indicate that:

- 100% of VIA students were above National Standards for Reading and Spelling. 60% of students were one year or more above expected level;
- 100% of VIA students were above National Standards for Grammar and Punctuation. 65% of students were one year or more above expected level; and
- 100% of VIA students were above National Standards for Writing and Numeracy.

2023 Year 7 VIA student results indicated:

- 100% of students were above National Standards for Reading, Writing, Spelling and Grammar and Punctuation. 40% of students one year or more above expected level in Reading.
- 95% of students were above National Standards for Numeracy with 40% of students one year or more above expected level.

# PROGRAM STRUCTURE

The VIA program is a 3+ year commitment that sees students engage with core subjects through acceleration and enrichment.

In Years 7 and 8 VIA students are in a class together. Students undertake a core program of subjects as required by the Victorian Curriculum 2.0 across learning areas such as English, Maths, Humanities, Science, The Arts, Health and Physical Education and Technology.

In Year 9 they undertake all of their core classes together (English, Maths, Science, Humanities, HPE, Indonesian and Careers). The remainder of their elective classes are with their year level peers. Having the opportunity to work with students from other classes helps support social connections across whole year levels and adds to the warm sense of community and cohesion across cohorts, a wonderful feature of the culture at The Lakes.

In Year 10 they undertake two of their core classes together (English and Science). Maths is offered in a number of streams including Pre VCE Methods and General Maths. VIA Program students are then able to choose from a range of elective subjects offered in Year 10, begin a VCE subject (Units 1 & 2) or undertake a VET Course.

In Years 11 and 12 students choose from a wide range of VCE subjects (as available) including university enhancement subjects in Year 12 (the equivalent of a first year university subject) all ensuring that students to achieve their maximum potential Tertiary Admissions Ranking (ATAR).

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*The class is incredibly motivated and encourage one another to try their best and succeed. The learning environment that the program has created is very positive and productive.*

*VIA Teacher, 2023*



# LITERACY YEAR 7-10

Individualised programs are used to extend students in a number of areas. Advanced literacy decoding and interpretation skills are developed, utilising a range of texts and activities to both assess and expand on existing knowledge. Investigation and utilisation of literacy skills, such as persuasive language, is applied to real world situations. Examination of how others employ language strategies to persuade readers and how students can use those same concepts in future endeavours.

Students investigate how a variety of language features are used every day to affect audiences. Students use these skills in real world related scenarios. Extended examinations of young adult novels, focus on specific language choices and literature themes and how they influence audience perspectives. A First Nations text is explored to investigate how themes of culture, differences in language and the human condition can be communicated through literature. Cinematic studies are extended, and a comprehensive investigation is conducted into how visual and audio choices are used to create meaningful scenes for audiences. Scene and thematic deconstruction are focuses, so that students can gain more out of film viewing.

## **Builds pathways through to VCE:**

English Language, English, English Literature

# NUMERACY YEAR 7-9

Students apply their understandings of Number and Algebra, Measurement and Geometry and Statistics and Probability. By exploring irrational numbers they extend their applications of indices, ratios proportions and rates. Students visualise and solve linear equations graphically through extending their algebraic capabilities. Tasks involving data investigation, conversions between units, compound shapes and volumes of prisms are used to solidify understandings and explore these concepts in real-world contexts. Across the years, students develop their use of digital technologies and explore their use in solving mathematical problems .



## **Builds pathways through to VCE:**

Further Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics, Algorithmics

# SCIENCE YEAR 7-9

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The six key concepts that frame learning in Science Understanding include:

- Patterns, order and organisation
- Form and Function
- Stability and change
- Scale and measurement
- Matter and energy
- Systems

## **Builds pathways through to VCE:**

Biology, Chemistry, Environmental Science, Physics, Food Studies, Product Design and Technology, Systems Engineering

# HEALTH & PHYSICAL EDUCATION YEAR 7-9

Health issues impacting our local community are evaluated to enable improved health outcomes for all community members. A combination of individual and collaborative activities that prioritise physical activity and physical health are explored.

Students explore respectful relationships and features associated with emotional literacy, positive strengths and positive coping. They investigate adolescence, the major milestones experienced through this life stage, and its impact on the development of identity and physical, mental and emotional wellbeing. Ethical dilemmas are explored so that students can apply their own moral compass to challenge adverse scenarios.

Students investigate and select strategies to promote health, safety and wellbeing. They examine the value and benefits diversity and promoting inclusivity to the individuals and communities. Ethical decision making and action is explored. Students investigate the theories of thinking and develop learning strategies to support the making of informed choices.

Students apply feedback to improve body control and coordination when performing specialised movement skills. They demonstrate and explain how the elements of effort, space, time,

objects and people can enhance performance. Students practise and apply personal and social skills when undertaking a range of roles and apply modifications to physical activities to promote engagement and learning.

## **Builds pathways through to VCE:**

Health and Human Development, Physical Education,  
Outdoor & Environmental Studies, Psychology



# THE ARTS YEAR 7-9

Students broaden their creative horizons through engagement with a range of Creative Arts. They explore the elements of creative expression, through engaging with and utilising diverse technologies, materials and techniques. They gain confidence in the essential processes associated with making and develop as holistic artists with experience as creators, performers and audience appreciators.

Students build on their approaches to how and why they create, and their role as an artist. They consider how the Creative Arts can be a vehicle to explore and understand different values and cultures. Students plan, develop and present work that encompasses a growing understanding of the relationship between an artist and an audience, and how this fosters a space for connection.



## **Builds pathways through to VCE:**

Dance, Drama, Music, Theatre Studies, Art, Media, Studio Arts, Visual Communication Design

# HUMANITIES YEAR 7-9

Inquiry and Society combines a range of disciplines taken from Humanities combined with Philosophy. Ethical considerations are applied to the distribution of power within a range of time periods. Key ideas related to the exercise of political power in current times are analysed and evaluated to focus on different approaches to governmental power. Through the study of business and economics students explain the methods through which a culture of business innovation and entrepreneurship may be fostered in a nation. Geography is used to explore fairness and inequality related to water, food security and poverty.

Australian Politics are reviewed to examine how ideas are formulated and advanced through government, critiquing the role of interest groups on the political agenda and the role of the media, especially in the 24/7 news cycle. Investigation into business and economics reviews the importance of establishing a customer base and a marketing presence to achieve business objectives. Global, ethical and humanitarian responses to disasters are analysed to explain their nature, purpose and effectiveness.

**Builds pathways through to VCE:**

Accounting, Business Management, Economics, Industry & Enterprise, Legal Studies, Australian & Global Politics, Geography, History, Philosophy

# TECHNOLOGY YEAR 7-9

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

**Builds pathways through to VCE:**

Psychology, Applied Computing, Extended Investigation,  
Design Technology

# LOTE: INDONESIAN YEAR 7-9

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures.

LOTE knowledge, understanding and skills are developed, ensuring students can:

- communicate in the language they are learning;
- understand the relationship between language, culture and learning;
- develop intercultural capabilities; and,
- understand themselves as communicators.

**Builds pathways through to VCE:**

Languages



# SELECTION PROCESS

Applicants for the VIA Program will be considered based on a variety of data sets. These may include:

- Independent Standardized Testing (eg. AGAT, PAT)
- Victorian Curriculum Progression points in Literacy and Numeracy
- General Academic Achievement in other Victorian Curriculum Learning Areas.
- History of upholding School Values of Learning, Teamwork, Leadership and Respect

***Offers for entry to the VIA Program for the following year are made at Year levels 6 and 8.***

***Early Entry Offers for Year 7 of the relevant year are made at Year 5.***

## VIA Scholarships

6 VIA Scholarships are offered to Year 6 students for Year 7 entry into the program. These scholarships are awarded to the 6 highest performing students who have undertaken the AGAT test in Grade 6.

These scholarships can be taken as one of two awards:

- A laptop computer with mouse and protective carry bag (including 3 years of insurance coverage)
- Full coverage of Curriculum Charges for Years 7 to 9

The ACER General Ability Tests (AGAT) is a test designed to assess students' general reasoning ability. Each of the tests assesses students' reasoning skills in three areas: Verbal; Numerical; Abstract (visual). Students in Grade 6 will complete the Level 6 AGAT test.

Grade 5 students will complete the AGAT test in Year 5 to be considered for an early entry offer for Year 7 of their relevant year. They will undertake the test again in Year 6 in order to be considered for a Scholarship. These results will not impact on the early offer already made.

AGAT Testing will occur annually during Term 2.

All students in Years 6 will undertake the test, irrespective of their interest in applying for inclusion into the VIA Program.

Students in Year 8 who would like to be considered for entry to the program in Year 9 will need to complete an application to sit the test.

External students may undertake the testing at the same Year levels as current Lakes students through the completion of an Expression of Interest.



*The class has created a culture that values learning, is supportive and challenging. Students have the opportunity to engage in a wide academic program that embeds the capabilities for maximum learning.*

*VIA Teacher, 2022*

# KEY DATES

The VIA Selection Process includes:

Application forms should be completed by students currently attending other schools online via [www.thelakes.edu.au/via-application.html](http://www.thelakes.edu.au/via-application.html)

## KEY DATES FOR 2025 SELECTION

|  |                       |
|--|-----------------------|
| <b>AGAT Testing</b>  | Term 2                |
| <b>VIA Selection process</b><br>(for current Lakes students)                           | Term 2                |
| <b>Online Application Due Date</b><br>(for students currently attending other schools) | Friday 10th May, 2024 |
| <b>Final Offers Distributed</b>  | Term 3                |

## Further Enquiries

We welcome all enquiries regarding the VIA Program at The Lakes South Morang College. Please telephone staff at the general office on 9401 3919 during business hours (8.15am – 4.00pm) or visit our website: [www.thelakes.edu.au](http://www.thelakes.edu.au) and complete an expression of interest form.

Tours of the College can be arranged by contacting our Secondary Campus.

## Secondary Campus

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